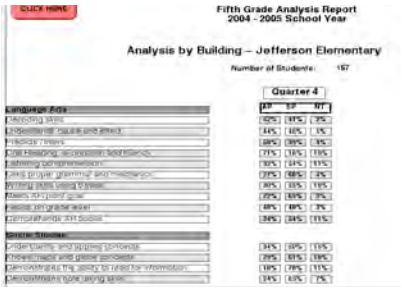
Building Level Benchmark Data

This represents the percent of students who demonstrated the following proficiency levels on benchmark assessments.

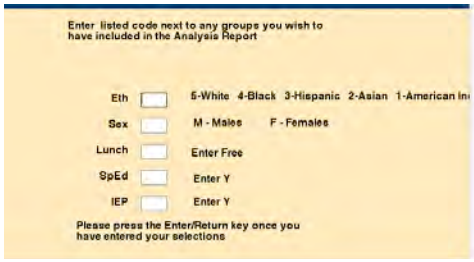
AP-Advanced Progress

SP-Satisfactory Progress

NT-Needs Time



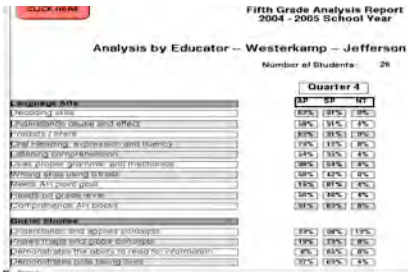
Disaggregated Benchmark Data



We disaggregate our benchmark data to study how subgroups are performing.

Classroom Benchmark Data

The benchmark data is analyzed by specific classroom to see how student performance compares to students across the district.



Literacy Day (Supplemental)

- The Literacy Team includes the general education teachers, special education teachers, Title I teachers, AEA staff, curriculum director, and principal.
- Quarterly Literacy Day sessions are held to review existing literacy data for the purpose of setting up supplemental level interventions to match student needs.
- The following data is reviewed
  - K-1: DIBELS, Benchmark Assessments, classroom data, progress monitoring
  - 2-5: Fluency/Accuracy, ITBS, Gates-MacGinitie, Benchmark Assessments, classroom data, progress monitoring
- Make any necessary changes to current student interventions
- Identify students that require more individualized intensive level interventions.

Literacy Day Data

•Numbers in red indicate areas of concerns.

•Numbers in green indicate areas of advanced skills.

Grade	September 05 Fluency	September 05 Accuracy	4th Gates Comp PR	4th Gates Vocab PR
5	184	99.46	56	99
5			97	95
5	140	98.59	28	44
5	260	99.62	91	93
5	178	99.44	91	83
5	232	99.58	58	92
5	198	99.49	78	98
5	160	99.38	88	85
5	176	100	71	67
5	232	99.55	75	96
5	179	99.44	78	53
5	85	100	44	63
5	147	98.99	65	85
5	192	100	91	93
5	191	99.48	75	95
5	114	99.13	68	74
5	178	99.44	85	88
5	149	99.32	78	98
5	121	99.18	7	56
5	177	99.44	85	60
5	93	97.89	33	46
5	116	97.48	68	85
5	188	100	85	95

Literacy Day Notes

Information was gathered prior to the meeting to indicate any interventions students were receiving. During the meeting changes were made based on current student data.

Need Area	Current Intervention	Comments
Extension	GATE	
Extension		Gate Testing
Comp		Soar to Success
Extension		Gate Testing
Fluency	Corrective Reading B2	Drop CR/Add Quick Reads
Extension	GATE 3	
Fluency		Retest/Quick Reads?
Extension	GATE 3	
Comp	Soar to Success	
Fluency	Corrective Reading B2	Drop CR/Add Quick Reads
	Soar to Success	Drop Soar to Success
Comp	Soar to Success	SAT Mtg.

Student Assistance Team (Individual)

- Student Assistance Team
  - Teacher makes online referral
  - Team includes parents, teachers-core,special education, and remedial, principal, SAT coordinator, AEA staff-extended team members for problem analysis
  - Team uses data to make decisions regarding instructional interventions for student
- Weekly progress monitoring data is collected and analyzed to monitor effectiveness of intervention
- Follow up SAT meetings are held to review student progress to make instructional decisions

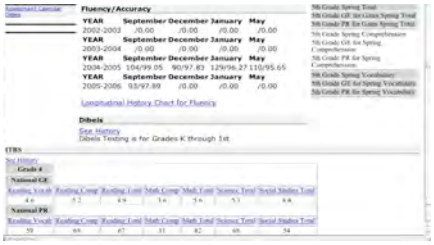
Individual Case Study

- This student enrolled at Pella Community Schools in August 2004.
- Student was identified for Title I assistance based on previous academic performance and program placement test. He received instruction to help increase his fluency and accuracy rates.
- SAT referral was made to review interventions and discuss other concerns.
- During Literacy Day data indicated student's accuracy levels were proficient but he needed continued fluency-building strategies.
- He was moved from the Title I program and was placed into a classroom group intervention for fluency-building.
- Progress monitoring data will continue to be collected to determine effectiveness of classroom intervention.

SAT Referral Form

The SAT process can be started by any staff member or parents. Teachers fill out the SAT referral form online. The SAT coordinator sets up the meeting with the building principal. Parents are notified and encouraged to attend.

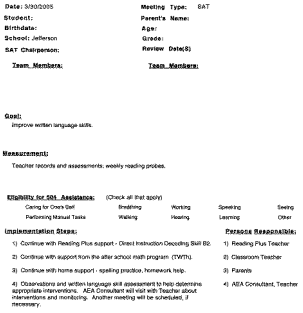
Student Datazone



The teacher will access the datazone to find student scores on any standardized assessments. This information is used to make decisions during the SAT meeting.

SAT Meeting Notes

The SAT coordinator records the information from the meeting and makes it available for review.



Date: 3/30/2005
Meeting Type: SAT
Student:
Parent's Name:
Birthdate:
Age:
School: Jefferson
Grade:
SAT Chairperson:
Review Date(S)

Team Members:
Team Members:

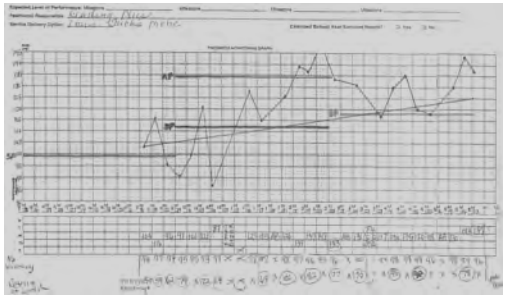
Goal:
Improve written language skills.

Measurement:
Teacher records and assessments; weekly reading probes.

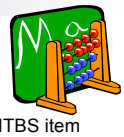
Eligibility for SDI Assistance: (Check all that apply)
Caring for One's Self | Breathing | Working | Speaking | Seeing
Performing Manual Tasks | Walking | Hearing | Learning | Other

Implementation Steps:	Persons Responsible:
1) Continue with Reading Plus support - Direct Instruction Decoding Skill B2.	1) Reading Plus Teacher
2) Continue with support from the after school math program (TWTH).	2) Classroom Teacher
3) Continue with home support - spelling practice, homework help.	3) Parents
4) Observations and written language skill assessment to help determine appropriate interventions. AEA Consultant will visit with Teacher about interventions and monitoring. Another meeting will be scheduled, if necessary.	4) AEA Consultant, Teacher

Progress Monitoring Data



Schoolwide Math Model



- Basic computation facts is an area that our ITBS item analysis has indicated is a weakness of our district.
- Students were selected for an initial screening based on ITBS scores and benchmark assessments. These students were also given CBM probes on mixed math and basic multiplication and division facts.
- Thirty-five third through fifth grade students were identified as those who were likely to benefit from participation in the program.
- The program was an after-school math intervention called “Math Factory”. It was held three days a week for one hour and ran for ten weeks.

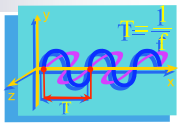
Direct Instruction Groups (Supplemental)

Students below the 25th percentile on multiple areas of the CBM probes were invited to participate in the program. These students received instruction using Designing Effective Mathematics Instruction A Direct Instruction Approach, Accelerated Math software, and various math websites.

Student progress was measured using weekly CBM probes. The average gains in digits correct per week are as follows:

Third Grade-1 dc	Ambitious goal-.5 dc
Fourth Grade-1.9 dc	Ambitious goal-1.5 dc
Fifth Grade-2.2 dc	Ambitious goal-1.2 dc

Math Practice Group (Supplemental)



- An additional group of students was targeted to receive some additional practice on multiplication and division facts. Students between the 26-5a0 percentile on the CBM probes were invited to participate in this group. This group used a variety of internet resources and math games and activities to practice fact fluency and accuracy. The students also received homework assistance if needed.
- Ambitious growth rates range from .5-1.5 digits correct per week.
- The average rate of growth for students on multiplication facts was 2.3 digits correct per week.
- The average rate of growth for students on division facts was 1.6 digits correct per week.

Take Home Points

- The literature is clear. Schools that are successful at raising achievement:
  - Clearly define what they want students to know and be able to do
  - Align their curriculum and instruction to teach those things
  - Keep score

Take Home Points

- RtI is not about:
  - Special Education
  - General Education
  - Talented and Gifted Education
  - Compensatory Education
- RtI is about EVERY EDUCATION
- RtI is fundamentally about improving teaching and learning/matching differentiated instruction with student needs

Take Home Points

- The biggest advantages of RtI are:
  - RtI is about taking control of school outcomes
  - RtI provides an iterative and recursive system structure to continuously improve results
  - RtI provides a system structure for importing scientific research-based instructional procedures
  - RtI allows for customization of implementation at a school level

Quote

- **We have witnessed over the last 30 years numerous attempts at planned educational change. The benefits have not nearly equaled the costs, and all too often, the situation has seemed to worsen. We have, however, gained clearer and clearer insights over this period about the do's and don'ts of bringing about change….One of the most promising features of this new knowledge about change is that successful examples of innovation are based on what might be most accurately labeled "organized common sense." (Fullan, 1991, p. xi-xii)**
- Fullan, M. G. (1991). The new meaning of educational change. New York, NY : Teachers College Press.